

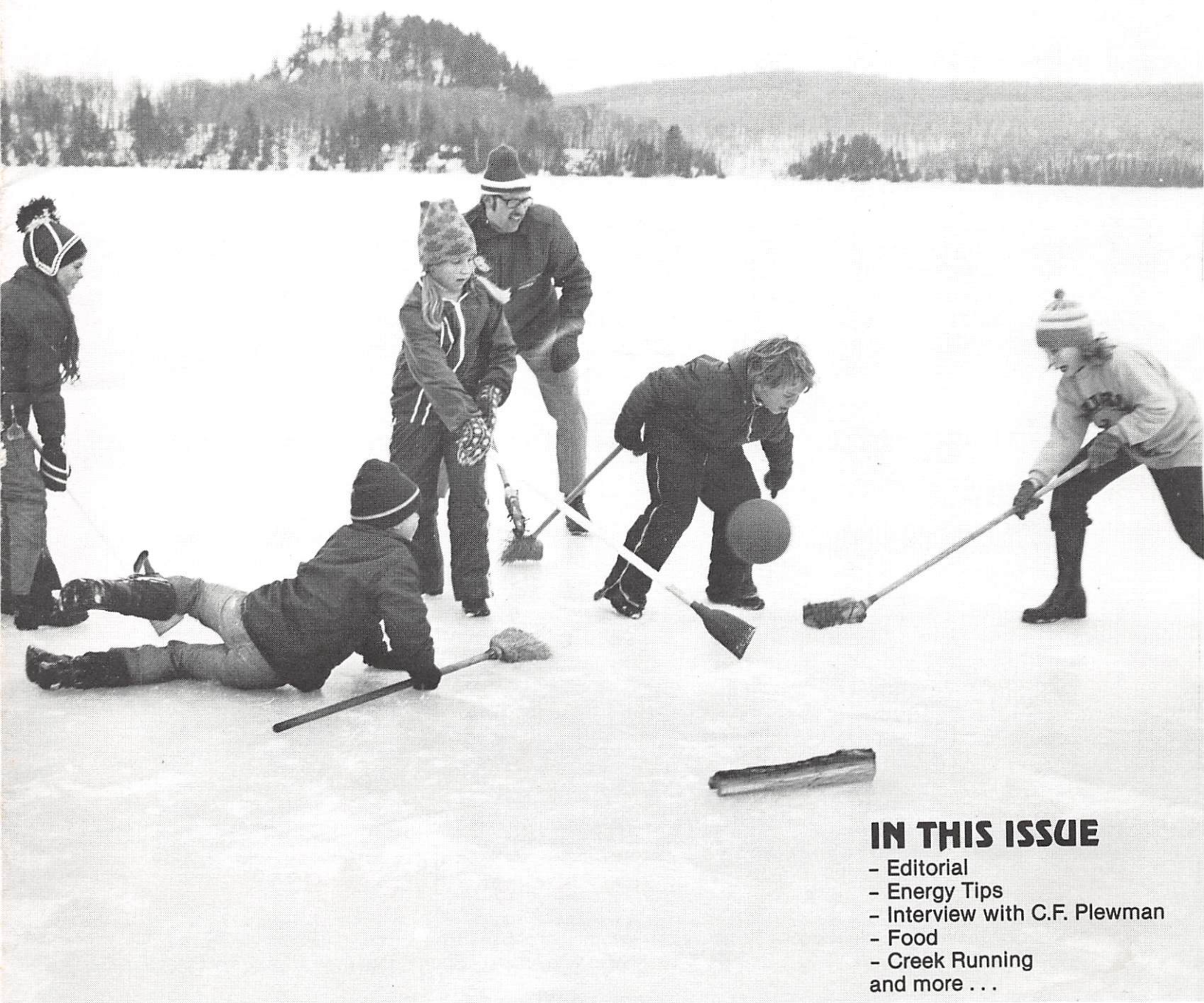
CANADIAN



OFFICIAL PUBLICATION
OF THE CANADIAN
CAMPING ASSOCIATION

L'ASSOCIATION DES
CAMPS DU CANADA –
PUBLICATION OFFICIELLE

Camping



IN THIS ISSUE

- Editorial
- Energy Tips
- Interview with C.F. Plewman
- Food
- Creek Running
- and more . . .

EDITORIAL

Camp Director Certification: THE TIME IS NOW!

Doctors are licensed to practise their profession.

Teachers are certified before entering a classroom.

Nurses are registered before being allowed to care for patients.

Yet, just about anyone is allowed to direct a camp and care for other people's children. This is not right!

There are no national standards as to the professional qualifications of a camp director; some provinces have age, education or experience requirements but does this ensure that camp directors are capable and qualified to care for the children of our consuming public? Certainly not.

While one may argue that certification or regulation will not prevent inadequate leadership, as an association, are we being responsible in allowing this to continue without any recourse to disciplinary action or expulsion from the profession?

Let's look at certification (or regulation). We see this process as two-fold:

1) The successful completion of a specified curriculum (or its equivalent)

AND

2) An experiential component or internship in an organized camp setting.

A curriculum related to camp director certification might include:

- needs of children
- needs of staff
- hiring and development of staff
- health and safety considerations
- camp administration and people management
- understanding and implementation of camp philosophy
- food services
- . . . this is just a beginning

While many professions are self-regulatory and therefore "police" their own members, the camping profession as it stands now does not. This situation opens up the very real possibility – in fairness to the public – of the imposition of regulations on us by the government. The responsibility rests with us – the time is now! ●

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Editorial Policy

The ideas expressed in the Editorial are those of the Editorial Committee and not necessarily those of the Canadian Camping Association/Association des Camps du Canada. The views are expressed to provide stimulation and comment. We invite you to respond in "Letters to the Editor" which we hope will be a regular feature. ●

This Association gratefully acknowledges
the financial support of



Government of Canada
Fitness and Amateur Sport

Gouvernement du Canada
Condition physique et Sport amateur

Letters to the Editor

Dear Canadian Camping:

This summer I plan to take my family on a camping trip through the western provinces for one month. Please forward your directory of tent and trailer campgrounds at your earliest convenience.

Thank you.

Robert R

Dear Robert:

Thank you for your interest in the Canadian Camping Association/ Association des Camps du Canada.

From the enclosed brochure, you will see that we do not represent tent and trailer parks in Canada. For this kind of travel information you should contact the provincial, territorial or federal tourist offices in the areas you plan to visit.

We hope that you will enjoy your visit to Canada. Please contact us again if we can assist you in choosing a Member Camp for you or your child.

Dear Canadian Camping:

I am a student, aged 17, and I'm looking for work in a summer camp as a counsellor. I attended camp as a camper when I lived in Nova Scotia a few years ago.

Last summer I worked as a mother's helper and looked after two young children. This summer I would really like to work in another province. Please send me your staff application or the list of camps where I might apply.

Yours truly,
Lucy L

Dear Lucy:

Thank you for your interest in working at a CCA/ACC Member Camp this year.

Each provincial association uses a different method to disseminate information on potential staff to their membership. Please forward a one-page resumé of your experience and qualifications to the appropriate provincial office. The volunteer responsible in each association will circulate the information needed by Camp Directors still needing staff. Enclosed is a brochure about our association with a list of all the provincial camping association offices.

Best wishes in your endeavour to find a staff position at a CCA/ACC Camp.

CANADIAN CAMPING ASSOCIATION ASSOCIATION DES CAMPS DU CANADA

Canadian Camping Association National Office
Association Des Camps Du Canada Siège Sociale
1806 Avenue Road, Suite 2
Toronto, Ontario M5M 3Z1
Telephone: (416) 781-4717

British Columbia Camping Association
1200 Hornby Street
Vancouver, B.C. V6Z 1Z2
Telephone: (604) 879-5108

Alberta Camping Association
c/o Y.M.C.A.
332 6th Avenue S.W.
Calgary, Alberta T2P 0R5
Telephone: (403) 269-6156

Saskatchewan Camping Association
c/o Saskatchewan Y.M.C.A.
25 - 22 Street E.
Saskatoon, Sask. S7K 0C7
Telephone: (306) 652-7515 ex SCA

Manitoba Camping Association
Admin. Centre for Recreation and Sport
1700 Ellice Avenue
Winnipeg, Manitoba R3H 0B1
Telephone: (204) 786-5641

Ontario Camping Association
1806 Avenue Road, Suite 2
Toronto, Ontario M5M 3Z1
Telephone: (416) 781-0525

Association des Camps du Québec
1415 est rue Jarry
Montréal, Québec H2E 2Z7
Téléphone: (514) 374-4700 ex 447

New Brunswick Camping Association
Dunlop Lane
Saint John, N.B. E2L 3C9

Nova Scotia Camping Association
Box 3243 S.
Halifax, N.S. B3J 3H5
Telephone: (902) 424-4329

Newfoundland and Labrador Camping Association
Box 4188
St. John's, Nfld. A1C 5Z7

INTERVIEW

Jay Haddad interviewed **Charles Plewman** in 1976 at his Haliburton rest home; the following are excerpts from that interview:

August 15, 1976

CCA: Let's go right back to 1932 and your first experiences with Kilcoo.

CP: Prior to 1932 at 42 years of age when I first started Kilcoo, I had 22 years of organized camping under my belt with the Y.M.C.A. in Ottawa at Golden Lake and Winnipeg at Lake of the Woods. I also directed 22 camps for the Ontario Boys Work Board – those 22 camps, by the way, were held in about 22 different locations all over Ontario.

In 1932, when I first saw the bay on Gull Lake, which was to become Kilcoo, I must admit it was a case of love at first sight. Trying hard not to let my emotions run away, I continued looking at potential camp sites from Minden all the way to Dorset, but my heart kept pulling me back to that sight on Gull Lake.

CCA: What were your toughest years?

CP: Actually, 1940. The Red Cross co-opted me as Secretary of the Toronto branch; this meant I had to lean heavily on Ed Devitt, my Programme Director. My first crisis arose in 1945 when Ed departed the scene; he was closer than I to most of the campers and parents and this meant I had to turn to Staff for support. I found the main support coming from a gregarious and immaculate 15 year old named John Latimer, a friendly boy who always got along with everyone and especially with the campers. But John was too young, not responsibility-wise, but age-wise, and because of my commitments to the Red Cross, I found myself hiring about 4 or 5 Directors in a period of about 4 or 5 years. This was not a good thing. To bring a man who didn't understand your mores, your customs, your tradition, and had no real Kilcoo blood in his veins, placed authority over people who had been there for several years... well, it was bad business, that's all. No, my philosophy is that I'd jump over a hurdle of pretty serious proportions to use a man from the camp that knew the place from the ground up.

CCA: Mr. Plewman, when was your very first camp experience?

CP: I first went to camp in 1903 on Lake Couchiching at the Y.M.C.A. camp; that was my first camp experience.

In 1913, at the age of 23, I was asked to go to Ottawa as Boys' Work Secretary – I was foolish enough to say 'yes'. Through there I got into camping – Ondadawa hadn't operated for a half dozen years because of the Depression and I directed that camp, followed by Lake of the Woods.

From there I went into camping for the Boys' Work Board, until it folded in 1932 because of lack of support from the denominations – from there, of course, I went on to found Kilcoo.



Photo Courtesy Kilcoo Camp

Charles F. Plewman
1890 - 1981

With regret we must announce the passing of Charles Plewman on December 28, 1981. Mr. Plewman was an Honourary Member and Past President of the Ontario Camping Association. He founded Camp Kilcoo in 1932 after extensive experience with boys work in the Y.M.C.A. in Winnipeg and Ottawa as well as the Boys' Work Board in Ontario.

CCA: In your years in Ottawa, was there anything that resembled an organized body of camping people?

CP: There wasn't an association or a shadow of an association in Canada – everything that has happened in organized camping in this country has happened since I was born.

CCA: How did organized camping get started in Canada?

CP: The beginnings are still hazy with some people, but not with me. You see, fathers would go out canoeing with their sons – after all, the canoe was the main method of navigation in this country for 100 years – one didn't have roads. So canoeing was in our blood; then along comes a guy like Cochran (and others) who says: "I'll run some boys on a canoe trip", without any thought of running a camp at all. The next thing you know, you feel it's nice to come in after 10 days in the bush and have a little different programme, refuel, re-stock and go out again. Camps started as a supply base for canoe trips. And that's the way organized camping, I believe, started in this country.

CCA: Not through the Churches?

CP: Well, there are those who say that camping originated through church camps but those church camps were evangelical types that went way back into the 1800's – the whole family paddled up and went out for 10 days and slept in a tent. A glorious revival time but there was no semblance to organized camping for youth to gather together.

CCA: What about the beginnings of the camping associations – was it Ontario initially?

CP: Yes, about 1930 I was asked to sit in with a group – there were about 4 or 5 people there; they were meeting and went down to the States once a year to the American Camping Association Convention. We were a part of one of the A.C.A. units, along with many other units from the northern states.

Once I had started Kilcoo, after 1932, Taylor Statten called me in with a group and we started talking about organizing in Canada – pulling out of the U.S. situation. The issue here – because we were all private camp directors – was whether we were concerned with private camps or the broader scope to include agency camps. We had broader visions and wanted to include both camps; you see, though, agencies in the first 10 or 15 years didn't play too much of a role... nothing like today.

CCA: When did Ontario break from the American association and attain autonomy?

CP: No one seems to be sure of the date – mind you, it was around 1930, 31 or 32. The two main spearheading people were Taylor Statten and Mary Edgar – two dedicated "movement" people who believed the organization shouldn't be limited but should be as big as the scope of camping itself.

We went for a number of years and it was Taylor, again, who said "I think it's time to organize nationally." This was just a brain wave; we knew nothing about camps outside of Ontario.

We did know there were camps in Québec, so we invited them to a meeting and we all met in Ottawa and decided to have a Canadian Camping Association – and Taylor Statten was its first President. He had a lot of charisma – both Americans and Canadians took to him as he was their (A.C.A.) President too.

CCA: And from Ontario and Québec? Then where?

CP: Then we started to branch out – I got out the first bulletin which was the forerunner of the Canadian Camping magazine. I felt we didn't even know each other in Ontario – we had to find out where all these camps were and let's bring them all together through communications.

CCA: Have you seen obvious changes in camp directing and camping in general?

CP: In the earlier days, the camp director played the role of a star – not a team player but an individual star. Nowadays, the best camps are those which operate as a whole team; camps in which the Director is important and influential, but he doesn't take the primary role or play to the limelight with his "bag of tricks" that he can perform. Camps were built around Directors in earlier days, but camps today are built around the team, the camp's reputation, the camp's programme. The role has definitely changed in this regard.

A lot of people don't realize that boys' camps were operating in 1894 and '95 but it was 20 years after that that girls even camped. That's quite a long period! Girls were

supposed to be able to faint at the right time – they were supposed to have lily-white hands – to go out and rough it in the woods for a lady was unheard of! In my first days of camping, they wouldn't let anyone with skirts in the camp – not even the cookhouse or kitchen – it had to be a man. A woman's place in society has changed so much – well, you know, camps allowed females to grow in the out-of-doors and camps were in the forefront of this change. I remember when Taylor Statten's chief financial supporter discovered that he was going to run a girl's camp on the SAME lake as the boys' camp, he nearly hit the roof. He said "Don't do it, Taylor, don't do it – you're making a big mistake". This was before anything known as co-ed camping! As soon as you add females, though, as we found out, to this male experience, you are adding a new dimension – it's an improved quality. It's a reflection of the reality of our society – and it's healthy.

CCA: Any final words on the Canadian Camping Association?

CP: I would like to say that I think John Latimer gave the C.C.A. for the first time when he was President, the appearance of a living organism with flesh and blood. Before, it was an organization, yes, but lacking in heart, in some ways cold and indifferent. When John took over the Association by visiting and getting around, he poured flesh and blood into it – he made it come to life!

Let's hope that his successors will not let it die – all you have to do is stop seeing people for one year, stop going around our country, stop being nationally minded and you're in trouble. John's biggest contribution was to humanize the C.C.A. and I hope it will remain strong.

CCA: Thank you very much for chatting with us.

CP: You better take a good look at me because I'm a product of the Victorian era – still living and still kicking. With two exceptions, I'm the only one left of our group of camping pioneers – it's a lonely feeling at times. ●

The CCA/ACC Archives are located at Trent University. The Oral History Interview Tapes reflect the efforts of many volunteers to record the history of the camping movement in Canada. Anyone wishing further information on the CCA/ACC Archives should communicate his specific area of interest to:

Mr. Ken Johnson, Archivist
Thomas J. Bata Library
Trent University
Peterborough, Ontario
K9J 7B8
(705) 748-1413

Eastern Region News

Ian Fowler, NBCA Vice President, reports that things are rolling along in New Brunswick. The membership in the Camping Association has increased this year (based on their provincial statistics). President Debbie Cooper has been working diligently with her NBCA Executive to maintain good services for the membership – it's obviously paying off!

In Newfoundland and Labrador, the association is busy with their winter activities. Kevin Moore confirmed that the NLCA Camp Counsellors' Course is again being offered in conjunction with Memorial University's Extension Dept.

Nova Scotia just held their fall seminar which attracted several delegates. The main focus was camp administration and management. The CCA/ACC Board participated at this event which was scheduled in tandem with the recent National Board Meeting. CANS President, George Matthews did a terrific job of recruiting many bale volunteers to carry out this training event.

Central Region News

Conference Time is Approaching for both the Québec and Ontario Camping crowds. March of 1982 sees the Ontario Camping Association Membership gather in Toronto, while the folks from the Association des Camps du Québec prepare for an event in Laval.

"Though We Are Small, Stand By Us Tall" is the theme of the Ontario Conference, which is being held at the Skyline Hotel, March 11-13. The program promises to be an exciting one, and all will look forward to the banquet speech by our own John Latimer.

The CCA/ACC Executive will have the privilege of attending the A.C.Q. Conference, March 18-20. Some even have the pleasure of presenting sessions to the conference delegates! Committee Chairmen from the Central Region are hard at work on various CCA/ACC endeavours. Marnie Ellis, our Public Relations and Promotion Chairman, and an active A.C.Q. member has the challenge of heading up a National Workshop on Promotion, scheduled to coincide with the CCA/ACC's biggest event ever, our 1983 International Camping Congress. Plan now to attend!

All in all, people seem busier than ever preparing for these very important leadership opportunities. Good luck to you all. Happy conferencing!!!

Western Region News

Terry Burkhalter, President of the Manitoba Camping Association recently chaired a Promotions Workshop Planning Session at the National Board Meeting. Terry and Marnie Ellis, CCA/ACC P.R. and Promotion Chairman, worked with the Board to identify specific objectives for this event which is scheduled for January 1983.

Mike Walters recently moved to Calgary and therefore the Saskatchewan Camping Association is recruiting a new President from its ranks. Jack Croteau, former Skills School Chairman (for the CCA/ACC) represented the SCA at the Board Meeting and extended a warm invitation to the Board for the CCA/ACC Annual Meeting at Camp Rayner, April 30 - May 2, 1982. A recent newsletter from John Bosco Camp announced that John Boutin has retired from the camp director's portfolio. Father Boutin has contributed so much to camping in Saskatchewan – keep in touch, John, we still need your enthusiasm!

Alberta is gearing up for their annual Directors' Conference. The planners expect a large attendance at the Red Deer event, February 4-7, 1981 with a large number of skills and administration sessions offered.

The British Columbia Camping Association has been actively rebuilding their committee structure. Lorne Bowering, BCCA President reports that they are meeting regularly and are currently in the process of analyzing their standards and accreditation program with financial assistance from the provincial government. The BCCA membership have been surveyed to establish priorities for session topics for an upcoming spring workshop. ●

Photo Courtesy Blue Lake Centre



A PLACE TO START:

RUNNING CREEKS, MOUNTAINEERING AND PERSONAL POWER

By: Bruce Elkin, Assistant Director - Programs, Rocky Mountain Y.M.C.A.

It was late morning. We had hiked in from the road-head, set up our lean-to's and were basking in the sun on a large sand bar in the middle of the stream. On either side of us the valley swept up to long, rocky ridges. Up the valley, Mount Fable thrust its snow-capped summit toward the sun, its melting snow forming this creek which now flowed noisily around us.

"What are we going to do today?", one of the kids asked.

"Start mountaineering", I replied.

"Really? Already? Wow! Where?", various voices called out.

"Right here", I answered, indicating the swiftly moving creek.

"In the creek?", someone asked, incredulously.

"That's right", I replied, grinning slightly, "in the creek".

They were all staring at me, wondering, no doubt, what kind of weirdo they had got themselves hooked up with. "Mountaineering in a creek?" "This guy must be a couple of bricks short of a full load". But, that is what we were going to do, start by running the boulders strewn along this creek.

We were fourteen eager-but-new-to-the-mountains teenagers, three enthusiastic staff and a director with odd ideas. Camped in Exshaw Valley in the Alberta Rockies, we were embarking on a twenty-two day "experience in personal and environmental exploration" known as *Earth Ways* sponsored by the Rocky Mountain YMCA. We had set ourselves three tasks. Turn these kinds on to the mountains, to the excitement, the mystery, the joy of travelling in wild places. Encourage them as well, to begin exploring the "inner wilds" - examining their personal actions, their experience and the connections between them. Mainly we wanted them to have fun, building confidence and competence - a sense of personal effectiveness - in an environment that encouraged initiative and personal responsibility.

We hoped to accomplish those aims, in part, through challenging physical activities. Our program was designed to produce feelings of personal accomplishment - "I did it". We hoped that a lot of I-did-it experiences in a wide variety of activities would yield a generalized new sense of personal effectiveness - "I can do!". So we did a lot of new things: we hiked in the back country, waded through marshes, climbed Douglas Firs, explored glaciers, swam in icy lakes, built bridges over what seemed like raging torrents, and shelters out of polyethylene sheets. We spent hours in silent, motionless observation of the natural world. We cooked pizzas and fresh fruit pies over campfires, asked hard-to-answer questions, wrote poetry in our journals and spent three soul searching days alone on a solo. Mainly we moved through the mountains - those magnificent temples of time - the Rockies.



Photo Courtesy Bruce Elkin

We were not a climbing camp but we did want to introduce the kids to the basics of classic mountaineering as a way of adding to the mountain experience. We wanted them to experience the thrill and pride that comes from standing on the summit of a peak scaled by one's own efforts. To gaze out over the endless ranges receding into the distance and say "I'm here; I did it; on my own."

We wanted to challenge the kids, but not to threaten anyone. We also wanted to avoid the "hot dog syndrome". We didn't want to turn out any one-day-wonder "rock-jocks" who always seem "to get the words, but don't quite get the tune". We decided to use a progressive approach. Start with the basics, then apply them through bouldering, rock climbing and ridge climbs on nearby peaks.

Most climbing/mountaineering programs I had been involved with had started with a "rock school". Top-roped, face climbing on easy, walk-off-the top cliffs. The rock school approach would not be enough to facilitate the self-directed exploration approach we were taking overall. I figured that there must be a better way to begin mountaineering than having kids standing, nervously, at the bottom of a cliff face, waiting for a turn on rope. It involved too much teaching and telling for me. In my search for a better way I discovered an article by Doug Robinson in an old Chinouard catalogue. Entitled "Running Talus" it spoke very clearly to what I had been feeling.

Robinson advocated beginning mountaineering on the huge, jumbled piles of talus that form at the base of big cliffs. Hop-ping from boulder to boulder, gradually picking up speed as ability and confidence increase. Running, jumping, boldly leaping across the tops of boulders builds basics that are often given short shift in standard rock school approaches. "Talus running is one of the best exercises to begin mountaineering with, yet it is so simple that it is usually overlooked".

Talus piles are rare in the limestone Front Ranges of the Rockies. So we looked for a good substitute. We found a great one in the boulder-strewn creek beds of the glaciated side valleys. Running creeks turned out to be more fun and challenging than talus. The added dimension of water flowing under foot adds to the excitement, increases the challenge. The rocks can be slippery and tricky in places. The water can throw you off, spoiling your concentration. It adds a kind of psychological "exposure" without adding danger. It keeps the runner honest. "Boot-fuls" - telltale signs of a misstep - are to be avoided at all cost. Creek runners will make truly amazing moves to keep from touching down in the water. Keep moving, keep dry, do the impossible if necessary.

So, off we go. Our plan is to wander up the creek bed, taking it easy, picking up the feel of creek running. We'll explore a little, have a picnic, then run back down. All on the boulders in the creek. The only preparations involve checking to see that everyone has mountain boots or a solid pair of sneakers. (Soft rubber soles are best. Galibier "wet rock" vibram and old Nike Waffles stick like glue. Old, comfortable E.B.'s give you wings). Tucking lunch and first-aid kits into day packs, we head off. No instruction. No teaching. No show and tell. Running creeks is all "share and do", learning from example. Our motto is "if we have fun they'll have fun". If we learn, so will they.

We start off slowly, staying to the edge of the creek until we find an easy set of rocks. We hop across, then back on the next set, picking 'routes' up the middle of the creek when we can. Slowly, we pick up speed, getting used to the feel of friction, discovering that our soles will hold us to the rock. Balance improves as we discover dynamic motion. Our own momentum carries us over difficult spots. We begin to run. Friction, balance, dynamic movements - the basics of mountaineering - and we are learning them in a creek!

As speed increases, so does our judge-

ment and confidence. We being looking for 'problems' to tackle – tricky sections which require us to stop, check out options, plan a strategy, then go for it. Actually, it is more like "go with it". You cannot force your way up a creek bed any more than you can a tricky pitch on a rock face. You have to flow over the rocks, like the water itself.

The impossible rapidly becomes reality. "I did it!" Soon we are running full tilt up the rugged stream bed. Skipping easily over the rocks, barely touching some, careening wildly off others, leaping over sparkling pools, scampering up the sides of small waterfalls, almost dancing from boulder to boulder. We get caught up in the rhythm and harmony of our own motion. We let go. We go beyond thinking into an effortless flowing. We get that feeling of total involvement in movement. It comes when moving easily up a difficult rock face, skiing deep powder or riding a breaking wave. The poet, Gary Snyder, calls it "mindfulness" a joining of mind and body in effortless motion. We get that same feeling as we flow up the creek. We become dancers on the rock.

Running creeks is challenging but it is also non-threatening. You pick your own path, go at your own speed. You take risks you feel are within or just slightly beyond your own reach. There is no forcing. The most amazing thing is the change in the self-proclaimed klutzes and the very timid. They improve rapidly in spite of themselves.

A couple of staff stay back with the less aggressive kids. They just walk along the side of the stream, talking casually, hopping up on boulders which are high and dry. Most people do not suffer from balance problems. They suffer from exposure problems. It is the air beneath their feet, or in this case, the water, which throws them off. (Earlier we had discovered that kids who routinely fell off logs crossing the creek could easily walk the same log placed on land.) So we keep to the edge, stepping from rock to rock in easy patterns. Occasionally we would venture out over the water, returning quickly to the security of the same shore. The kids soon realize that there is no pressure to perform, no expectations. They relax. They begin to trust the leader, to follow, cautiously at first, but soon their sense of balance improves. They begin to develop faith in the "gription" of their boot soles. When they discover the effectiveness – and the thrill – of dynamic, rather than static movements, they are delighted. Their fear begins to evaporate as they discover that they can actually do this stuff. It is fun! I did it!

Soon they forget that they were clumsy or timid. They scamper back and forth across the creek, hopping, jumping, sometimes even running short stretches. Confidence replaces fear. Ability grows. They change, sometimes dramatically. They move with a new confidence, a greater sense of grace. Their faces beam. They feel good about themselves. They strut a little. They are excited, they have gone beyond the self they thought they were. Taken charge. Grown. They deserve to smile.

We run creeks all through this program. Mainly because it is fun, but also because it is good preparation for mountaineering. When we move into bouldering, rock climb-



Photo Courtesy Bruce Elkin

ing and ridge walking, the kids are well grounded in the basics. They not only know those basics, they feel them. Their bodies know how to move on rock. The rest comes easy, and no one falls off logs on the hike back down to base camp.

Balance and co-ordination improve quickly, but more important, so do confidence and a sense of adventure. The kids have discovered that by trying something new, taking a risk, they have changed and grown. By not forcing them, by not "teaching" them, we remove the barriers that prevent them from exploring and learning on their own. As well as learning a new skill, they begin to learn to take initiative, make judgements for themselves and they discover that practice leads to improvement.

It is these general skills – initiative, judgement, practice and persistence – that are the ends toward which we reach. These are the skills kids today need. They need to learn to initiate and carry out actions – to be able to determine what's worth doing and to act effectively – in all aspects of their lives. Challenging physical activities like creek running and mountaineering are powerful and effective ways of helping kids develop more general skills and attitudes for use in daily living.

Confidence and competence developed in a wide variety of situations can lead to a general sense of competence, a sense that one is a doer. A generalized sense of competence enables an individual to take greater responsibility for himself and his life; to develop his or her own personal power and the judgement to use that power wisely. Running creeks obviously cannot do it all, but it is a place to start. ●

POEM

I AM CAMP

I am Camp.

I am sunlight, a sheen on the water, a mist on the mountains and stars.

I am a doorway out of the commonplace into a new adventuring experience.

I am a place where youth learns the joy of play without a sting, of fellowship without regrets, of creative efforts that wearies not, of a good time that leaves no headache or heartache behind.

I am a new purpose for life that will make years of difference.

I am noise and silence with a thrill in it.

I am laughter and resolution that seeks the comforts of the hills.

I am energy and the touch of loving service.

I am youth and the slowly emerging habits that make mature experience worthy.

I am today and also the tomorrow that is being shaped.

I am a giver of gifts that pass not away, that time will not deceive.

I am habits, ideals, ways of living, confirmed attitudes in the soul of youth.

Because I am all of these and more – I invite youth into fellowship with me.

I am Camp.

Anonymous

Full-Time Camp Director

Camp Glenburn
Summer & Winter Residential Camp

Applications are invited for a qualified person for our Camp which is located 20 miles outside of the centre of Saint John, N.B., on a 22 acre site of the Belleisle Bay.

The successful applicant must have initiative, self-reliance, maturity, the ability to speak to large groups, work with children, adults and volunteers, must have expertise in Outdoor Education. Youth Leadership Training and Fitness. Knowledge of budget

planning and control and preparing grant applications is essential.

Candidates with a degree in Recreation and Physical Education should submit a detailed resumé to:

Executive Director
Y.W.C.A.
27 Wellington Row
Saint John, New Brunswick
E2L 3H4
Telephone: (506) 657-6366

GROUP DYNAMICS EXERCISE



Photo Courtesy Camp Gay Venture

Counsellor/Camper Relationship

The relationship of a counsellor to campers borrows something from a lot of other relationships:

CHEF - DINER
PARENT - CHILD
SALESMAN - CUSTOMER
HOST OR HOSTESS - GUEST
POLICEMAN - CITIZEN
JUDGE - DEFENDANT
SUPERVISOR - EMPLOYEE
SERGEANT-MAJOR - SOLDIER
DOCTOR - PATIENT
GARDENER - FLOWER
POTTER - CLAY
MISSIONARY - HEATHEN
FRIEND - FRIEND
COACH - TEAM
PERFORMER - AUDIENCE

Which of the above *most closely* resembles the counsellor-camper relationship? Which of the above *least* resembles the counsellor-camper relationship?

This is an excellent exercise because of its versatility; I have changed the words "counsellor-camper" to "director-counsellor" or C.I.T. Director-C.I.T." depending on the groups with which I am working. The important points arise when groups commence the process of discussion - invariably, they end up addressing issues like authority, friendship, closeness, rules, responsibility, enforcement of policies, etc.

There are two ways to use the exercise:

- 1) place people in groups ranging from three to five (no more, no less - two represents an inadequate diad for group process and six or higher leads to obvious exclusion and ineffective group process because of SIZE) and give each group ONE SHEET asking them to complete the exercise as a group.
- 2) the other manner of presentation is to distribute one sheet to each person and ask him/her to spend five minutes or so completing the exercise ALONE, with no interaction. Then, place individuals in groups asking them to complete the exercise as a group.

Discussion can follow with the TOTAL GROUP as you, the leader, read down each item starting with "chef-diner" and ask the group for comments on each one.

The advantage to number 2, if time permits, is that each individual brings to the group process his/her own priorities, favourites and values regarding the most liked and most disliked pairing. This makes the group discussion much livelier, animated and more exciting.

Always emphasize:

- No one wins or loses in group discussions.
- No one should be 'put down' and no idea should be disparaged.
- Conflict is important and necessary - it can be a creative experience, as long as no one is attacked personally and people stick to the ideas only. It would be a boring and unproductive exercise if everyone did agree.
- The group results should always be greater than the total results added up of each individual in the group. In other words, when groups function well, they create something more - with communication, sharing, feedback, hitch-hiking on ideas, etc. The whole will always be greater than the sum of its parts.

Planning Workshop Report

RE: Consultant/Advisor Project, 1982-83.

FROM: Dinny Biggs, Leadership Development Programs Chairman

In order to:

- Promote quality skills workshop for training leaders in outdoor physical activities based from a camp setting.
- Promote the cross-country sharing of staff resources and skills information and experiences.

The CCA/ACC has requested funding from Fitness Canada for each provincial association to have the services of one consultant/advisor* for each of two different skills school workshops or two consultant/advisors for one skills school workshop.

*A consultant/advisor will provide quality resource leadership in order to train leaders in each provincial camping association.

At the CCA/ACC Board Meeting in Halifax, November 20-22/81, I worked with the provincial association presidents to develop the following guidelines:

The planning of a skills workshop for leadership training of staff. Participants would share the following expectations:

- participants have prior competent skill level
- participants have prior teaching and leadership experience
- an evaluation of the workshop will be done by the participants and by staff
- the information from these evaluations will be incorporated in a summary for the CCA/ACC Newsletter and in a workshop report for the host provincial association and for the CCA/ACC Leadership Development Programs Committee
- objectives for the workshop will be clearly defined for the participants and for the workshop staff
- the following skills will be covered: Communication, Programming, Transfer of information back to the camp setting, *Skill Sequencing steps and learning stages, Observation, How to Teach teaching methods, Evaluation, Knowledge of different ways people learn, Organizational reporting.

**"Skill" refers to the named outdoor physical skill of the workshop.

We also discussed the effective use of a Consultant/Advisor who would need to know the following information from the provincial association planning the workshop:

- topic/theme of the skills workshop, the times, date, location
- specific objectives of the workshop planners (including hidden objectives)
- what the individual sponsor camps of the participants expect
- the expectations of the participants (fee commitment?)
- the specific role of the Consultant/Advisor
- the time frame for this involvement
- the participation of the C/A prior to ... and after this time frame

- the size of the group ...
- the background of the participants ...
- the total workshop schedule - other resource people and topics
- the type of facilities
- what participants are expected to bring

Once this arrangement was made the following information would be exchanged between the Consultant/Advisor and the planning provincial association.

From the C/A - equipment/facility needs; outline of input; personal history for introductions; confirmation of involvement.

From the Workshop Planners - confirmation of involvement; accommodation/travel details; name and phone number of contact person; printed program and schedule.

The basis of my presentation and work with the Board on November 21st stemmed from 3 assumptions:

1. skills development of camp staff has an essential leadership component
2. resources for skills development are found within the provincial associations
3. CCA/ACC has a role in coordinating the use of their resource so that all associations may benefit.

The difficulty we ran into came in trying to find 4 key topics for a skills workshop, 2 of which would interest each association. The hidden assumption I realized later was the willingness of the associations to invite a consultant/advisor to assist with a skills workshop. This may or may not be a correct assumption for the different associations, but at that point in my sessions it would have been constructive for me to have thought it out in the open. I will try to do so now.

If we are talking about leadership training, or how to train trainers, there are many common skills and strengths to be

developed no matter what the specific outdoor skill involved. Teaching skills, knowledge of how learning occurs, group process skills, communication methods, safety concerns ... are to mention only a few. A consultant/advisor may be helpful in developing this aspect of the skills workshop - while the skills experts and knowledge of your particular terrain comes from the provincial association itself.

The associations do have the expertise and experience in providing skills workshops, but there is always room for more knowledge and growth that the opportunity of a consultant/advisor could provide. If this resource person is also an expert in the physical skills being specialized, then the information on that skills development from their particular association may also be helpful as an example of transfer of skills to different (or similar) camp situations and terrains.

In working out my plans as chairperson of the Leadership Development Programs Committee, I would need to know the commitment of the associations to the concept of a consultant/advisor. I would also need to know the topics of skills workshop they are developing that would benefit from the participation of a consultant/advisor.

A motion from the CCA/ACC Board Meeting, November 22nd, reads as follows: "... that the Presidents of the (provincial) associations send to Dinny Biggs by February 1, 1982 the names of three skill topics in which they would wish the participation of a consultant/advisor."

See WORKSHOP page 10

Leadership/Skills Development Opportunities*

	EAST	CENTRE	WEST
JANUARY			Man: Directors
FEBRUARY	Nfld: Leadership		Alta: Directors & Skills Sask: Winter Skills
MARCH	Nfld: Leadership	Qué: Directors & Counsellors Ont: Directors & Skills	
MAY	NB: Counsellors	Ont: Counsellors	Sask: Directors, Counsellors & Skills Alta: Leadership Man: Canoe & Nature Crafts
JUNE	NB: Counsellors	Ont: Medical, Canoe, Environment, Woodsmanship	Alta: Leadership

*Contact the Provincial Presidents/Offices for details on dates, registration, fees, etc. for the above courses.

Energy Tips

The Canada Oil Substitution Program – part of the National Energy Program

The Canada Oil Substitution Program (COSP) is part of the National Energy Program. COSP provides Government of Canada grants to homeowners and businesses to help meet the costs of converting their heating systems from oil to more plentiful domestic sources.

It is a 10-year program. One objective is to reduce the use of oil to less than 10 per cent of total energy use in residential space and water heating.

COSP has two parts.

One operates through gas and electric utilities to provide grants toward conversions to natural gas, depending on where you live, you may contact local gas utility. For electricity, contact your local electrical utility, or provincial utility. In some areas, natural gas or electricity may not be available. If in doubt, ask your utility.

A second part of COSP will assist those who choose to convert to energy sources other than gas and electricity, such as wood, solar heating or propane.

COSP information may be obtained by telephoning the EnerSave Advisory Service toll-free 1-800-267-9563 (in Ottawa 995-1801) or writing to: EnerSave, P.O. Box 3500, Postal Station "C", Ottawa, Ontario, K1Y 4G1.

WORKSHOP continued from 9

I am hoping to hear soon a response from the provincial association's presidents so that I can communicate with the contact persons named for Leadership Development Programs and form a Committee and start plans. I appreciate the input of the Board in Halifax in setting guidelines and criteria for quality skills workshops.

If the funding comes through, this CCA/ACC project could be an enriching one in terms of the input consultant/advisors are able to give to the different associations and in terms of what information and new ideas consultant/advisors will return with to their particular association. ●

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L'Association des Camps du Canada

Suite 2, 1806 Avenue Rd., Toronto, Ont. M5M 3Z1
Téléphone (416) 781-4717

"ENSEMBLE ON EST PLUS FORT"

Planning for the 1983 International Camping Congress is moving along quite nicely. Leaders in camping from all over the world are being contacted and invited to attend as speakers or delegates. Various associations and kindred groups are also being invited and we look forward to a very strong participation. Advertising for the Congress is making its way through national and international publications hoping to reach as much of the camping community as possible. Brochures and further information will be available and distributed early in the New Year.

Les plans pour notre Congrès International des Camps 1983 vont de bon train. Nous avons contacté plusieurs autorités à travers le monde afin de les inviter à être des nôtres comme orateurs ou simples délégués. Nous avons aussi contacté plusieurs associations apparentées et nous nous attendons à une forte participation. Une campagne publicitaire au niveau national et international est à ce faire et nous espérons atteindre le plus de monde que possible. Notre brochure ainsi que de plus amples renseignements seront disponibles et distribués au début de la nouvelle année.

ENVIRONMENTAL MONITORING A SYMPOSIUM

The Alberta Society of Professional Biologists is pleased to announce a symposium entitled "Environmental Monitoring", to be held on 20 and 21 April, 1982, at the Westin Hotel (formerly Edmonton Plaza) in Edmonton, Alberta.

The symposium will examine the question of why environmental monitoring is required, examine the design basis of environmental monitoring, the practical aspects of conducting environmental monitoring, the results of existing environmental monitoring programs, and the value of biomonitoring programs. Eminent speakers from universities, government and private industry will be featured.

- Date: 20 and 21 April, 1982.
- Location: Westin Hotel (formerly Edmonton Plaza)
- Registration and Further Information

Don Thompson
Secretary
Alberta Society of Professional Biologists
P.O. Box 566
Edmonton, Alberta
T5J 2K8

Telephone: (403) 429-9110

The Risk Factor in Outdoor Pursuits

By: Mike Budd, Dr. E.P. Scarlett High School, Calgary

Reprinted from Runner, published quarterly by the Health & Physical Education Council of the Alberta Teachers Assoc.

In recent years, there has been a rapid increase in interest in wilderness recreation. Centres and organizations that provide outdoor pursuits experiences have become quite fashionable. The stimulus of wilderness adventure has been reintroduced into our very predictable and secure cultural existence. Outdoor pursuits programs are being used to ease stress, rehabilitate delinquents, and motivate students in interdisciplinary studies. The medium of wilderness experience has gained acceptance as a very potent tool in human development.

At the same time, however, there has been a drastic rise in the number of accidents causing serious injury or death. A major reason for the increase in these accidents is that the number of inexperienced wilderness users has risen at a much faster rate than has the proportion of knowledgeable wilderness leaders. Lacking sufficient leadership, members of this ground swell of enthusiastic novices have stumbled headlong into hazardous situations of which they were completely unaware. Clearly, burgeoning interest in wilderness adventure has not been matched by a concomitant awareness of the risks involved.

Because wilderness accidents are one of the few really sensational conflicts that man has with the natural environment, such incidents receive inordinate attention from the media. This publicity has brought into sharp focus the questions of leadership competence, training, emergency procedures and liability. Regulating bodies have been under pressure to do something - anything!

The answers to dealing with the risk factor in outdoor pursuits come from many directions. The attempt to find answers, however, has been an excellent experience for program organizers in Canada. Until now, most groups have had their heads down, burrowing away at their "own thing" with an aloofness which prevented them from realizing that many other programmers were doing the same thing. The need to get this outdoor pursuits movement on a sound footing will require the active contribution and cooperation of all participants in order to establish effective instructional leadership and safety standards in this country.

The first step in dealing with risks in the outdoors is to develop an awareness and respect for the many powerful facets of the natural world. Hazards can be categorized into two types: objective danger - avalanche, white-outs, bears, lightning - which man has no control over; and subjective

dangers - hypothermia, getting lost, river crossings - which through skill, precautions, and equipment, man can minimize.

In order to recognize the objective hazards in a particular locale, the leadership team must have previous knowledge of the area. As well, precautions must be taken against the risks, such as getting down off a ridge when you suspect the chance of an electrical storm, or avoiding avalanche terrain with students. It seems that regardless of the precautions, however, someone always gets caught. Then the leader must know how to cope with the objective danger. Practices such as bivouacking, rather than stumbling around when caught out on the trail after dark, are ways of coping with objective danger effectively. A leader is expected to be prepared to handle the emergencies that might result from the objective dangers present on his or her outing. A canoe trip leader that cannot effect the rescue of a capsized canoeist should limit his outings to a low-risk environment where he can effectively deal with the less serious hazards involved.

It is in the area of subjective or controllable dangers that outdoor pursuits teachers must demonstrate careful planning, instruction, and *assessment* of groups' capabilities. Teachers must very carefully select experiences that are well within the ability of both leaders and students. This assessment of capabilities should also include external help or organizations that are being used to assist you.

Students must be given sufficient instruction, progression, and assessment to ensure they can meet the demands of a particular outing. This concept of progressive training also applies to the seriousness of the outing. For example, taking students on a multi-day ski touring trip without previous experience in half-day trips, all-day outings, summer camping and then overnight winter trips could be regarded as an insufficient progression of experience.

Finally, in dealing with those controllable hazards called subjective dangers, except human error. Party members may not wait at the trail junction as instructed. If they get lost, have they been taught to mark their location? Do they carry enough equipment to bivouac? Is the group instructed on what to do in an emergency? Does the back-up person have a route card? Most dangers from subjective hazards can be eliminated by thoughtful planning and the development of knowledge and skills necessary to cope with the outdoors.

Next question: How can teachers ensure that their now fully prepared group acts

responsibly? Well, there is no failsafe method, but much of this desired behavior starts with the attitude of the leader, beginning with a merciless equipment check before departure. Simply distributing an equipment list is not enough. The student that showed up with a hot "water bottle" was proof enough to this writer that there is considerable room for interpretation as to just what the items on such lists mean. By checking each student's equipment, the teacher can point to the fact that wilderness users must be self-sufficient as a matter of safety.

Collectively discussing the escape routes included on the route card in the event of an emergency, outlining back-up plans, including accident forms and individual medical information cards in the first aid kit; all these considerations demonstrate to students that wilderness travel, whether for a short hike or a week-long trip, is a serious undertaking, and they will follow this lead.

Use these leadership precautions:

1. Have up-to-date knowledge of existing trail conditions, water supply, campsites and potential hazards.
2. Select routes appropriate to the knowledge, skills, attitudes and equipment of the party.
3. Recognize hazardous conditions such as slippery rocks, changing snow conditions, approaching storms.
4. Avoid uncontrollable hazards (objective danger), like rockfall, avalanche, deadfall.
5. Have appropriate rescue equipment available: shovels, first aid supplies, life jackets, et cetera.
6. Know and be able to implement established emergency procedures.
7. Maintain safe party control.

While actually travelling in the outdoors, the position of the leader probably has the biggest bearing on safety. *Party control from the middle* is suitable when the route is known and an established destination or time is provided for a responsible pair at the front. The condition and pace of the entire party can be monitored from here. *Party control from the back* is desirable if there is a wide variance in the abilities of the party and some members may need help with blisters or equipment, et cetera. A well defined route, an obvious regrouping point, a pre-determined time to stop, use of slower people at the front and whistle signals will keep the party together. *Party control from the front* is necessary when the route is unclear and/or when hazards are anticipated and the leader's judgment is required to ensure safe travel. Stationary party control is safest



Photo Courtesy Camp Tawingo

when there is a hazardous location or situation to be passed by. Here, a leader can position himself to assist party members with subjective dangers, such as jumping from a log over a swift flowing stream, thereby reducing the real danger to party members. Where there is high risk involved, party control should be tight.

The following precautions will help eliminate the problem of keeping the party together:

1. Inform all party members of the proposed route.
2. Point out the physical features and terrain along the way.
3. Establish a standard regrouping procedure, for example, every 50 minutes, at all trail junctions, and river crossings.
4. Explain the purpose of the point man and the drag man.
5. Use a whistle system, visual contact system, or a buddy system, or any combination of these.

If a leader uses his judgment wisely in establishing appropriate party control techniques, wilderness hazards will provide great adventure but no real danger to users.

Although there are many guidelines that can be followed to help reduce the risk factor, there are also a host of variables and unique situations that make the preparation of a "recipe book" for leaders ludicrous. As

Eric Langmuir stated, "To say that we can achieve a balance between challenge and safety is wishful thinking. The best we can hope for is an uneasy truce." Indeed, few of us would like to eliminate all the variables. That is what gives the wilderness some of its thrill, its appeal, its stimulating effect on group dynamics. But educators should stop and ask themselves, "In my efforts to challenge students, how far should I go?"

Teachers may be involved as private citizens in recreation such as rock climbing, ski mountaineering, or white water canoeing where they are exposed to real danger. The ever-increasing number of outdoor pursuits graduates are trained in assessing the objective dangers that are related to what the public considers to be high risk sports. However, there is a world of difference in volunteering to engage in activities involving real danger as a private individual, and organizing school programs which go beyond apparent danger.

An activity which is apparently dangerous to the student may in fact still afford plenty of safety due to the position of the leader or the use of a safety rope, for example. But students should not be exposed to objective hazards – that is, dangers that are not controllable by the leader. Using electronic homing devices as a margin of safety on avalanche slopes, or glacier travel, even with ropes on, are both examples of activi-

ties that transcend into the realm of objective danger, and no amount of training or precautions can ensure that serious injury or death will not occur. Even though students may have been trained to cope with the emergencies arising from objective dangers such as avalanches and rockfall, it is highly questionable whether students have the emotional and mental maturity to cope with the trauma of witnessing such an emergency, let alone effecting a rescue. Exposing students to objective danger is beyond the scope of regular public school programming.

Throughout this discussion of coping with risks, the question of leadership continually re-emerges. The single most important factor in outdoor pursuits is the integrity, skill, and judgment of the leader. Of these, judgment seems the hardest to develop, for the old maxim states that good judgment comes from experience and experience is the result of poor judgment! The development of wilderness leaders can't simply be done with the skills school approach. Certification courses simply legalize errors in judgment. Experience as a private individual is also not adequate in itself. It takes an individual actively involved in outdoor pursuits and interested in leading students. It requires interaction with other active leaders. Leadership skills can be partially augmented through workshops and seminars. In short, leaders are a product of mature individuals who attempt to learn about teaching and functioning in the outdoors from as many sources as possible, and who then test themselves in experiences which progressively demand more and more self-sufficiency.

The legal requirements of outdoor pursuits experiences listed below sum up the major concepts presented here. Many potential risks involved in wilderness outings can be avoided by:

1. carefully selecting locations and activities that are both familiar to the leaders and well within their capabilities, even if conditions should deteriorate;
2. selecting activities where the risks involved are reasonably related to the program objectives;
3. adequate progression, instruction, and evaluation of competencies required for the outing;
4. matching the demands of the trip to available equipment;
5. completing route cards, medical cards, and following established back-up procedures in the event that the leader is late or involved in an emergency situation.

The development of competent leaders who practise accepted safety procedures such as these and who have been involved in a variety of experiences is the key to keeping the adventure in and the risk out of outdoor education. ●

BOOK REVIEW

LIGHTWEIGHT CAMPING: A FOUR SEASON SOURCE BOOK By: Paul Pieper

Useful and current information is the key component in a new book titled: *Lightweight Camping: A Four Season Source Book*, by Michael Hatton. The book is intended to act as a general resource for outdoor enthusiasts, be they canoeists, backpackers, or winter campers.

The author, Michael Hatton, a wildlife photographer, has travelled extensively in the Canadian North and Alaska by both backpack and canoe. He shares with the reader his rich background on how to enjoy a safe, yet challenging, outdoor experience. Having been instrumental in developing Humber College's Outdoor Education Certificate Program, the author has geared the book to outdoor enthusiasts who are looking for a comprehensive Canadian text that is one of the best written, and certainly the most current.

The book has a very impressive section on camping equipment and the author's easy and concise writing style makes it informative and interesting for novice and expert alike. In addition to being the best guide on equipment available, it presents a variety of interesting material on proper selection of food, survival in the wilderness, and outdoor emergency care. The chapters dealing with various forms of wilderness travel (e.g. canoeing, backpacking, snowshoeing and cross-country skiing) are rounded out by a chapter that describes some of the most interesting routes in Canada.

With today's emphasis on the creative use of leisure time, it is hardly surprising to find many books on how best to experience the outdoors. The problem is that most books are addressed to the novice level and offer little to the committed hiker, canoe tripper, or other outdoor enthusiast. At the other end of the spectrum is the "survival" guide, which deals by and large with extreme conditions that should have been avoided if a proper approach to the outdoors had been taken in the first place. *Lightweight Camping: A Four Season Source Book* falls nicely between these two approaches, providing solid information, applicable to both weekend canoeist and trip leaders, in a smooth, readable, concise fashion.

Lightweight Camping: A Four Season Source Book (\$8.95; paperback) is available from the CCA/ACC Publications Service. ●

LIGHTWEIGHT CAMPING

A Four Season Source Book

by Michael Hatton

Photo Courtesy Humber College



NEW SHIPPING & BILLING POLICY

Following a recent cost/benefit analysis, the CCA/ACC Board adopted new policies for shipping and handling rates for all publication orders:

1. A flat rate* for shipping and handling (including 3rd class postage) will be applied.

Orders

Under \$10.00 \$1.80 (Prepaid)
\$10.01 - \$50.00 3.00 (May be billed)
\$50.01 and over - rate determined per order

*Shipping and handling rates will be adjusted to reflect increased postage and wrapping supply costs when necessary.

2. Monthly interest of 2% will apply on overdue accounts.

NEWS FROM PUBLICATIONS

The Society of Camp Directors have donated a limited number of copies of their paper on Canoe Tripping Practices in Canada. (John R. Latimer, Research Chairman, 1979) Interested persons can acquire it at no extra charge when added to your next order to the National Office, 1806 Avenue Road, Suite 2, Toronto, Ont. M5M 3Z1. All orders must be Prepaid.

WHEN THE WILDERNESS BECKONS. A NEW GUIDE TO CANOE TRIPPING

The Canadian Camping Association has been very fortunate in having among its members authors who are able to produce books of instruction and outdoor usefulness, useful to us because the writers are part of our own Canadian camp living, familiar with our needs and terrain, knowledgeable in all phases of the profession. Jack Eastau, Mary Edgar, "Blackie" Blackstock, Ron Perry, Bill Mason, Jack Pearce, to name but a few, have written from their own extensive camping experience and their knowledge of teaching techniques.

Latest on the list is an excellent canoe tripping handbook, *WHEN THE WILDERNESS BECKONS*, which possesses the distinct advantage of a binding that stays open, folds back and behaves itself for the instructor's convenience in any wind, weather or situation.

Besides basic canoeing instruction as we know it, the authors, Catherine Ross, Deborah Hutton and Pamela Dunbar, go further into such areas as first aid, artificial respiration, canoe repairs, coping with forest fires, calm and sensible search procedures for both the lost and the searchers, suggestions for family camping, plus a tried and true collection of nourishing outdoor cooking recipes. To make things more realistic, actual photographs of canoeists in action give clarity to the written word.

Chapter Seven on the joys of family camping wisely suggests that family tripping with the very young should be confined to land only in the lake country. Canoe tripping with children should not be considered without Junior Red Cross swimming level (currently Level 5/Blue), ability to relate and respond to emergencies, willingness to wear a life jacket, and have some paddling skills.

For next year's staff, for winter discussion groups, and next summer's waterfront, it might be well to order now, through your Canadian Camping Association Publications Service, 1806 Avenue Road, Toronto M5M 3Z1. \$6.95.

Published by Highway Book Shop, Cobalt, Ontario. Reviewed by: Eanswythe Flynn. ●

ANNOUNCING: Acid Rain Awareness Twinning Project

"... It has been called a silent crisis with no equal; a ticking time bomb set to destroy the human and environmental health of the planet ... It is acid rain; at once the most pressing, paradoxical and sensitive environmental problem facing North America in the remainder of the 20th century."

- M. Munro, Ottawa Citizen

The Canadian Camping Association/Association des Camps du Canada is pleased to share information from the NATIONAL SURVIVAL INSTITUTE regarding a new project on ACID RAIN suitable for 10-13 year-olds.

The aim of the project is to twin organized youth groups (in our case, CAMPS) to exchange information project ideas, and points of view. An ACID RAIN EDUCATION KIT will be provided free to participating camps. The ACID RAIN EDUCATION KIT includes:

- Colouring Poster (available to all children)
- Map of North America (showing all areas subject to acid rain)
- Take Home Information
- Fact Sheets for Leaders (causes, effects and proposed solutions)
- Resource Information for Leaders
- Project Ideas and Discussion Questions

The National Survival Institute hopes that twinning will occur between groups in Canada and the U.S.A. or at least two groups from different regions of Canada.

This project was originally designed for school classes. Therefore, it is important that you contact the National Survival Institute NOW if you plan to order the ACID RAIN EDUCATION KIT for this summer. The CCA/ACC ENVIRONMENT COMMITTEE heartily endorses this project and encourages the CCA/ACC Member Camps to take advantage of this offer.

To order: Send the following information to the National Survival Institute, 229 College Street, 3rd Floor, Toronto, Ont. M5T 1R4. (416) 593-1229:

Camp Name; Camp Leader's/Director's Name; Address; No. of Campers Participating; Telephone; No. of Leaders' Kits Required. ●

N.B. Le "kit" est également disponible en français.



Action taken by The CCA/ACC Board

The semi-annual meeting of the CCA/ACC Board of Directors was held in Halifax, November 20-22, 1981. The Association is grateful to Fitness Canada for their contribution of travel and meeting room funds for this event.

Since many provinces did not meet with their delegates from last May's National Wilderness Travel Leaders Course, the CCA/ACC Board was not able to commit itself to another national school this time. Provincial associations should evaluate the application of this national event to their own provincial leadership/skill development possibilities. Any province or region wishing to make a specific request to the Alberta Camping Association, their Wilderness Travel Committee will attempt to share information about future courses and development.

Proposed budgets were approved for the national association (1982-83) and for the 1983 International Camping Congress. The Board authorized a submission to Fitness Canada requesting a contribution of \$109,617. for several projects. We will hear the decision of Fitness Canada in late March, 1982.

Committee and Task Force reports were received from the 20 Chairmen about their respective progress on their responsibilities as outlined in the Action Plan.

Minutes of the Halifax Board Meeting are available to members through the Provincial Presidents/Representatives as well as the Executive and Chairmen.

ASSISTANTSHIPS IN OUTDOOR TEACHER EDUCATION

Northern Illinois University

Dr. Clifford E. Knapp has reported that Graduate Teaching Assistantships are available at the Taft Field Campus in Outdoor Teacher Education at Northern Illinois University for the 1982-83 academic year. It is expected that a dozen or more assistantships will be available.

These assistantships involve teaching at the Lorado Taft Field Campus, Oregon, Illinois. Because the teaching is primarily with public school students and University juniors and seniors, priority is given to those applicants who have had a minimum of three years teaching experience in the elementary or secondary public schools.

The assistantships pay a stipend of \$225 a month and include a waiver of tuition for three semesters at Northern Illinois University.

Applications, job description, and further information may be obtained by writing to the Lorado Taft Field Campus.

The first deadline for receipt of applications is February 1, 1982.

From the Environment Committee

The Environment Committee is moving to implement stages of the CCA/ACC Action Plan as proposed by the Board in June, 1981. The challenge is here, assistance is needed. ...

The core committee for this term is necessarily formed by folks living somewhat close to each other - in this case - Southern Ontario. *We would like to include as members, representatives of each of the Provincial committees on environmental concerns* so that our work does indeed reflect national interests. If you can lend your support in this regard, please contact me through the CCA/ACC office.

The first task of the committee is to prepare an Environmental Ethic - a statement of our values and concerns for our natural world. This ethic will become the basis for a set of principles and practices (personal and institutional) to guide us in continued enjoyment, appreciation, and sensible interaction with Nature.

As well we would like to submit articles on issues of concerns to Canadian camps and camping to be printed in the CCA/ACC Newsletter. In order to represent the East-West spectrum of issues, articles from any and all CCA/ACC members would be welcomed and appreciated.

Peter Rasberry
Chairman

CAMP DIRECTORS required by The Easter Seal Society

For five residential summer camps in Ontario for physically disabled children - ages 7 - 18.

Period: Mid-June to late August, 1982.

Age 25 or over - experience in camping and working with disabled children essential.

Contact: Jim Fraser, Supervisor
Camping and Recreation Dept.
The Easter Seal Society
350 Rumsey Road
Toronto, Ont. M4G 1R8
Tel: (416) 425-6220, ext. 241

For a complete listing of courses, graduate degree opportunities, and fellowships in Outdoor Teacher Education, write to Dr. Knapp at:

Lorado Taft Field Campus
Box 299
Oregon, IL 61061

The Taft Campus is a field center which has been devoted to outdoor teacher education for the past thirty years. A Master's of Science in Education degree is offered at the Taft Campus in Outdoor Teacher Education.



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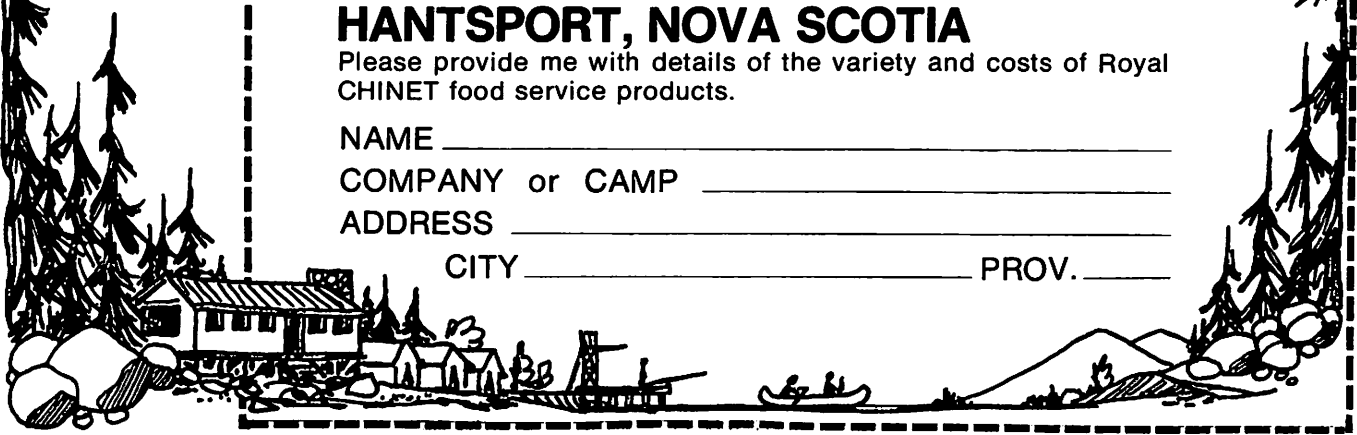
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Menu Feature

VEAL PARMESAN

Yield: 50

50 Veal Cutlets (breaded)

SAUCE:

- 8 oz. Green Peppers
- 1-1/2 lb. Onion
- 1 T. Garlic
- 4 oz. Oil
- 24 oz. Mushrooms (with juice)
- 56 oz. Tomatoes (tin)
- 20 oz. Tomato Purée
- 4 oz. Vinegar
- 1 Bay Leaf
- 1 T. Salt
- 1-1/2 t. Pepper
- Parmesan Cheese

METHOD:

1. Fry veal cutlets on griddle until well browned on both sides.
2. (Sauce) chop peppers, onion and garlic and sauté in oil.
3. Add remaining ingredients and simmer 1 hour.

TO SERVE:

Pour some sauce over veal and sprinkle with parmesan cheese.

NOTE:

You can buy frozen veal cutlets at a reasonable price. If not available, bread the cutlets as follows.

1. Dredge with seasoned flour.
2. Dip in egg wash (1/2 eggs, 1/2 water cold).
3. Press in dry bread crumbs.

Reprinted from "The Kitchen Makes The Camp Go 'Round", Laurie MacIntosh, © 1981. This book may be ordered from the CCA/ACC Publications Service for \$5.00 plus shipping.

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